

**Lexington Public Schools**  
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Members of the Lexington School Committee

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RE: Summary of the work of the Social Studies Review Committee (Year 2)

Date: May 10, 2013

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On behalf of the Lexington Public Schools Social Studies Curriculum Review Committee, it is a privilege to report on the accomplishments in Year 2 of the review cycle. This expert group, comprised of kindergarten through grade twelve classroom teachers, reading specialists, librarians and administrators, worked diligently to accomplish the second year objectives. These educators are listed, along with their positions, in Appendix A. The thirty-four committee members collaborated as a vertical K-12 group to understand the expectations for teaching and learning as described in the *Massachusetts History and Social Science Curriculum Framework* (MA Framework) and in the national standards. The educators built on their research from Year 1 as they worked with outside consultants to utilize the *Backward Design* curriculum-planning model to articulate vertical K-12 themes, big ideas, and essential questions (Appendix B). The committee also focused on elementary, middle and high school specific goals around the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (MA Common Core), and the new elementary report card. The committee convened for six full days on August 13, 14, and September 19, 2012 as well as January 8, March 13, and May 1, 2013.

In this document and in the information that will be presented to you on Tuesday, May 14, 2013, the committee summarizes and highlights the accomplishments and findings of the curriculum review committee for Year 2. The summary will also indicate the recommendations and suggestions of the committee as they pertain to Year 3 goals.

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## **MISSION STATEMENT**

*The primary purpose of the Lexington Public Schools' Social Studies Department is to foster curiosity and help to create life-long learners who make informed decisions as they actively engage as citizens in their local, national, and global communities.*

*The Social Studies encompass history, as well as civics, economics, geography, sociology, and psychology. Over the course of their journey through the Lexington Public Schools, students will engage in learning experiences that will help them understand the major events and trends in these domains that have shaped the modern world. Through these experiences, students will be able to connect the past with the present and gain insights. The K-12 curriculum is designed to help students discover the relevance of social studies to their own lives. This interdisciplinary approach allows students to use multiple lenses to develop a sophisticated and culturally literate understanding of the world.*

*Students' engagement with the social studies curriculum will provide them with the tools needed to navigate a competitive and complex global society. Students will develop 21st Century Skills that include using a wide variety of technologies and emphasize the importance of gathering, analyzing and evaluating evidence and information. With these skills, students will discover their own authentic voice, learn to think independently, work collaboratively, and communicate their ideas effectively.*

*The skills and understanding students will acquire from kindergarten through high school have wide applicability both in the classroom and throughout their lives. The social studies curriculum helps young people become socially responsible citizens of a culturally diverse democratic society in an increasingly interdependent world.*

## YEAR 2 GOALS

The extensive reading, thoughtful discussions, and reflective writing of the committee members yielded numerous recommendations in Year 1 of the review. Based on these recommendations, the committee established its goals for Year 2 of the review process that are reflective of the LPS curriculum review framework. The committee made progress on all of the goals and will continue with many of them in Year 3. Examples of our progress are highlighted throughout the report.

- **Promote and ensure vertical and horizontal alignment of district curriculum.**
  - Create curriculum maps, skills and content using the *Backwards Design*\* model with expert instruction from Allison Zmuda.
  - Utilize Atlas Rubicon curriculum mapping software when appropriate.
  - Make recommendations for updated materials.
  
- **Keep the curriculum current with the local, state, and national standards while maintaining a distinct identity.**
  - Develop themes and/or enduring understandings K-12 that reflect all strands of social studies.
  - Locate and examine K-12 models of global education and the integration of 21<sup>st</sup> Century Skills.
  - Project budgetary implications of implementation of new curriculum.
  
- **Identify a professional learning program reflective of the Lexington Public Schools curriculum.**
  - Provide professional learning for all teachers to gain a deeper understanding of social studies beginning with a district-wide report during the 2012-2013 school year.
  - Identify meaningful instructional strategies that incorporate literacy with social studies.
  - Collaborate with the technology department to provide instruction that support inquiry based social studies instruction.
  
- **Analyze data to gauge the efficacy of the curriculum, assessment practices, and professional learning initiatives.**
  - Create, utilize, and refine common assessments and rubrics.

\* *Backwards Design* is an instructional design method advocated by Grant Wiggins and Jay McTighe. *Backwards Design* begins with the end goals for student learning in mind.

## **KEY ASPECTS OF THE LEXINGTON SOCIAL STUDIES PROGRAM**

- Lexington has K-5 Social Studies benchmarks and a comprehensive list of social studies courses and course descriptions at the middle and high school levels. The committee continues to develop a K-12 Social Studies document that represents a vertical and horizontal articulation of the curriculum.
- As a discipline, there is no national common core for Social Studies, although a national council has developed broad theme-based standards. However, each strand of the Social Studies - history, economics, geography, and civics - has its own national standards document created by separate groups of content experts. The most recent version of the *Massachusetts History and Social Science Framework* was published in 2003 and incorporates the four strands listed above with a great deal of emphasis being placed on the history strand. In fifth grade alone there are thirty-two history standards. Additionally, the Social Studies Review Committee needs to take into consideration the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* as this document incorporates skill standards for social studies (from this point on referred to as the MA Framework and is typically referred to as the “Common Core”). Each of these documents is extensive in its expectations and the committee’s charge was to identify those priorities that needed to be included in the Social Studies program. The challenge lies in creating a K-12 Social Studies program that thoughtfully addresses the standards and engages students in a meaningful manner.
- This large, diverse committee brings a wide range of experiences and expertise in curriculum and teaching. The committee spent many hours developing common understandings about best practices in curriculum and instruction in the Social Studies by reading and discussing selected articles and texts. In the committee’s first year, research subcommittees were formed to focus on specific topics. The reports from these groups highlighted the complexity of social studies and distilled the key elements of each area. From this research, the committee has worked this year to create a K-12 curriculum map that includes enduring understandings that reach across all grade levels.

## **K-12 COMMITTEE ACCOMPLISHMENTS: ESSENTIAL QUESTIONS**

Last year, the committee conducted research on the many strands of social studies including, history, geography, economics, civics, global education, 21<sup>st</sup> century skills, and assessment. From this research the committee wrote a powerful mission statement to guide our work during the 3-year review process. The goals of the Mission Statement focus on developing student curiosity, engaging them as citizens - locally and globally - connecting them to the past, and providing students with countless opportunities to think independently as they work collaboratively.

This year, the committee worked to incorporate the goals of our mission statement, the research from the sub committees, and the guidelines from the State and National Standards to create K–12 Essential Questions. These Essential Questions identify broad outcomes for students and provide guidance for social studies teachers across the district. The use of Essential Questions also supports vertical and horizontal curriculum alignment (see Appendix C).

### **SKILL-BASED ESSENTIAL QUESTIONS**

The Essential Questions for Skills are organized into three broad categories: Social Studies Specific Skills, Communication Skills, and Critical Thinking Skills (see Appendix D). Social Studies Specific Skills include such concepts such as understanding change over time, understanding differing perspectives and the gathering and evaluating of sources (research). Communication Skills include collaborating with others and using diverse media and visuals (such as graphs, charts, maps, and tables) to present ideas that are appropriate for audience and purpose. Finally, Critical Thinking Skills include problem solving, analysis, and synthesis.

These skills are not taught in isolation but are embedded in the content. Many of these skills might be taught or reinforced simultaneously in a given lesson or unit. For instance, a lesson or unit on the presidential election might include such skills as interpreting graphs on demographics and voting patterns, researching candidates, debates issues, and analyzing campaign advertisements, to name a few.

Below are specific examples of how Essential Questions might be used at the elementary, middle, and high school levels.

#### ***Skill-Based Research Essential Question: What do I need to know and how do I find it using credible and reliable sources?***

Elementary students conduct many types of research. Fifth grade students use primary and secondary sources to expand their understanding of the American Revolution. Written documents such as anti-taxation pamphlets and visual sources like the Doolittle prints depicting the events of April 19, 1775 enable students to understand this complex time period. Using this wide variety of resources prepares students for more complex research at the middle and high school levels.

At the middle school student research is conducted at each grade level. For example, in the sixth grade students focus on developing research skills by determining if sources are current, assessable, relevant and trustworthy (CART). This CART assessment was created in collaboration with the middle school librarians and utilized by 6<sup>th</sup> grade Ancient Civilizations teachers as students access a variety of informational materials in the library (see Appendix E).

At the high school, research is conducted at each grade level. Ninth and eleventh graders research topics and develop thesis driven papers. Tenth grade students participate in the National History Day program. A different theme is chosen each year and students are allowed to develop a topic that addresses the theme. This year the theme for History Day was *Turning Points*. Students used documentaries and websites in addition to the traditional paper format to present their research on such topics as 9/11, the invention of steam power, German politics and the Protestant Reformation, women's suffrage, and the Hart-Cellar Act of 1965. Senior year students present research through papers, websites and presentations, depending on the elective in which they have enrolled. The elective *Field Research* focuses on research methods and students investigate some aspect of local history accessing primary source materials from Cary Library and the Lexington Historical Society. Some US History students also participated in the 300<sup>th</sup> celebration of the incorporation of Lexington by making documentaries on local history.

**Critical Thinking Essential Question: What inferences, conclusions, decisions and/or predictions can I make based on the information that I have?**

One way that inferential thinking is fostered at the elementary level is with the use of photographs. Visual images allow even the youngest students to discuss historical events, social issues, and changes over time. As part of their new Lexington lessons, designed for the 300<sup>th</sup> anniversary, kindergarten students discussed and analyzed pictures of schools in the past in comparison with their own school. For example, students examined a picture of a horse drawn school barge and recorded their thoughts in words and pictures about this form of transportation for which we now use school buses. Teachers led discussions that allowed students to express their ideas about the advantages (they would get to pet the horse) and disadvantages (smelly and slow) of the equine barge.

At the middle school, students in 7<sup>th</sup> grade World Geography are provided with a variety of data, charts, maps and graphs. Students then interpret and compare demographic, economic and geographic data for selected countries throughout the school year. For example, in the East Asia unit, students use critical thinking skills to analyze data and create inferences and draw conclusions. Commonly, students are provided with a template to structure an analytical statement reflecting the interpretation of the data such as “*I think \_\_\_\_\_ because \_\_\_\_\_ therefore \_\_\_\_\_*”. The use of models and scaffolds facilitates the growth of critical thinking skills for our middle school students.

At the high school the Essential Question for Critical Thinking might take the form of a documentary based question in which the students are given a series of primary source documents and they must formulate a thesis based on the information presented using their own background knowledge. More simply, a teacher may start a class with a hook or opening activity in which some information is presented that captures the students' imagination or triggers discussion as a way to hook the students' interest before moving into the more complex concepts

of a lesson. For instance, a hook activity might ask students to consider whether or not flag burning should be allowed. This activity can grab the students' attention after a brief debate, laying the groundwork for a more complex consideration of the concept of symbolic speech.

## **CONTENT BASED ESSENTIAL QUESTIONS**

The Mission Statement and the Essential Questions for Content organize Social Studies into six broad categories which follow national and state standards. However, in framing the Essential Questions some modification of the categories was felt to be necessary by the committee members in order to make the Essential Questions more adaptable for K-12 classroom use. The category for Civics was broken into two separate Essential Questions, Civics and Politics/Government. Civics deals with issues of an individual's civic responsibility or citizenship, whereas Government and Politics focuses on political systems. The categories for Psychology and Sociology have been merged into one new category or Essential Question called Culture and Identity. This Essential Question also aligns with the Global Education research, which highlights issues of community, diversity and values (see Appendix F). Thus, these categories for the Essential Questions for content are Civics, Geography, History, Psychology, Sociology and Economics. The content-based essential questions also span K-12 and can be used by all social studies teachers.

### ***Civics Essential Question: What makes a good citizen?***

Beginning in Kindergarten, students need to understand what it means to be a good citizen within their own classroom and school. Students are introduced to citizenship through social competency programs such as Open Circle and Responsive Classroom. Kindergartners are not debating citizenship laws or legislation, but they are taking care of class materials, participating in making and honoring their classroom rules, and following the rules at recess that keep all students safe and welcomed.

All middle school students were provided with the opportunity to participate in a Mock Presidential, Senatorial and US Congressional Election in November of 2012. Participation in the 2012 mock elections required students to complete voter registration forms in advance. During the day of mock elections, students were able to vote before and after school and during all lunches. Additionally, mock ballot questions were included on the election ballots (see Appendix G). Furthermore, students were allocated into an electoral college to accurately reflect the process of electing the President of the United States. The process of how the President of the United States is elected was taught to all middle school students in social studies classes in advance of the 2012 mock elections.

A further example from the middle school level to keep the curriculum current is the revision of the 8<sup>th</sup> grade US History curriculum in the Civics and Government unit. This revision included a Mock Town Meeting, the creation of a local government DVD and the use of a graphic novel in all 8<sup>th</sup> grade US History classes during the winter of 2013. The graphic novel *Lexington: Then and Now* was used in all 8<sup>th</sup> grade US History classes at both middle schools. The middle school social studies department created a 13 minute DVD, *Local Government: Lexington, Massachusetts* and it was shown in all US History classes.



Additionally, the enhanced local government 8<sup>th</sup> grade US History I curriculum increased collaboration between middle school social studies teachers and representatives from local civic organizations such as the Lexington League of Women Voters and the Town Meeting Members Association. As an enrichment activity, all 8<sup>th</sup> grade students were provided with an opportunity to participate in a joint Clarke-Diamond Mock Town Meeting in March of 2013. This event was filmed by LexMedia and published in the Lexington Minuteman newspaper to promote greater public awareness of student-centered civic engagement. Approximately seventy 8<sup>th</sup> grade students participated in this town-wide Mock Town Meeting. Please note this town-wide civics event for our 8<sup>th</sup> grade students was held in conjunction with the 300<sup>th</sup> incorporation weekend.

At the high school, citizenship is addressed in many different ways. In all of the social studies classes students followed the presidential elections and were able to participate in mock elections. Two course Essential Questions for Junior year are *What is the proper role of government?* and *What makes a good citizen?* Students are asked to evaluate how individual laws and policies affect individuals and how individuals create legal change. Time is spent on the Constitution Unit and students look at rights and responsibilities of citizenship. Students also write papers every fall dealing with citizenship issues and civic involvement. This past year the student papers focused on the endorsement of a candidate or ballot questions. Another course specific Essential Question for US History is *How do Americans organize to resist oppression and/or create change?* This question is frequently asked in the context of civil rights movements, but also with lessons when a focus is on the power of individuals. Freshmen look at how leaders gain and maintain legitimacy. Sophomores concentrate on global citizenship.

**Culture and Identity Essential Question: What happens when cultures interact?**

In third grade, students study the people and events involved with the establishment of the Plimoth Colony. Developmentally, these young students tend to be concrete learners and need structured experiences that allow them to explore what happened when the Pilgrims met the Native Americans of New England. In this unit, students expand their thinking as they closely examine the historical evidence of the “First Thanksgiving” using excerpts from diaries and artistic representations.

This same historical context is expanded upon at the middle school level. Eighth grade students examine how numerous Native American groups interacted with European and American explorers and settlers as they expanded their control across North America. Shockingly, this key part of American history is absent from the *Massachusetts History and Social Science Curriculum Framework* for US History I: *The Revolution through Reconstruction 1863-1877*. To address this substantial gap in the state frameworks, the LPS middle school studies program includes the extensive study of these interactions and cultural convergence from the 16<sup>th</sup>-19<sup>th</sup> centuries.

These topics include the following:

- Early North American Native Cultures
- Contact and Settlement: Powhatan Confederacy, Pocahontas, Wampanoags, Squanto
- French and Indian War: Iroquois Confederacy, Pontiac’s Rebellion
- Role of Native Americans in the American Revolution
- Conflict in the Northwest Territory: Treaty of Greenville, Battle of Fallen Timbers, Black Hawk Wars, Tecumseh, Little Turtle

- Lewis and Clark Expedition and Native America support, Sacagawea
- Seminole Wars
- Indian Removal Act in 1830, *Worcester v. Georgia*, Trail of Tears, Indian Territory

Building on the elementary and middle school North American studies, the central theme at the high school is how new ideas emerge when cultures come into conflict with one another. The ninth grade looks at the spread of religions through trade networks and how these belief systems change as they are absorbed into different cultures. This question is addressed in a variety of units in the 10<sup>th</sup> Grade. For example, when studying European exploration, students look at the biological, economic, social, political, cultural, and demographic impact of the Columbian Exchange on the "old world" and "new world." Students look at the destruction of the Swahili city-states and Inca Empire at the hands of European explorers. In the unit on imperialism, students look at the different responses to western imperialism including resistance movements to European domination. Students explore the "divide and rule" technique often used by European imperialists and how it created an "us verses them" mentality during colonization. *Race and Gender* and *Facing History* are two high school electives that largely discuss the consequences of interaction of people with different cultural backgrounds.

## **SUMMARY REPORTS**

As stated previously, the review committee addressed many common K-12 goals by creating the vertical essential questions for skills and content. These questions will become an integral part of our curriculum. They will guide instruction and student learning throughout the district as teachers create units and assessments. The summary reports below highlight the unique aspects of each level (elementary, middle and high) and provide the reader with a more detailed picture of the committee's accomplishments and challenges. Within each summary are concrete examples of the social studies in Lexington classrooms. They are included to highlight the many ways that the committee's work is permeating instruction throughout the district.

Additionally, the successes of the social studies program would not have been possible without the strong support staff received from the School Committee, community members, and organizations. System-wide and school-based initiatives have also supported teacher collaboration and professional learning.

### **ELEMENTARY SCHOOL**

#### *Overview*

The Social Studies Curriculum Review, Year 1, revealed a K-5 program that was not aligned with current standards and was in need of consistency and clarity district-wide. The K-5 committee members, in order to gain a deeper understanding of the Social Studies program, conducted a staff survey in September 2011. The survey illuminated the complexity and depth of the issues around the curriculum.

- Lack of a K-5 district-wide leadership in Social Studies from 2007 - 2010
- Changing standards in social studies and literacy
- Absence of a detailed curriculum map tied to district-wide formative and summative assessments
- Need for consistency when selecting and purchasing grade appropriate materials
- Need for professional learning

During the committee's second year, the elementary members based their work on addressing these survey results. The work of the committee was also driven by the implementation of the new standards based report card.

As the survey showed, the lack of an elementary social studies coordinator was detrimental to a clear and consistent program. In 2010 a coordinator was hired to work with all staff and co-facilitate the review committee in creating a program that provides thoughtful standards based instruction for all students. Now that the K-5 Social Studies Curriculum Coordinator position has been in place for nearly three years, the continued positive impact is clear. The Coordinator coaches teachers, teaches model lessons, acquires materials and helps grade level teams establish clear instructional goals. The curriculum coordinator also researches and purchases materials district-wide in an effort to provide equitable resources and congruent resources for all.

### Collaboration

During the summer of 2012, the elementary committee members created detailed curriculum maps based on the *Backwards Design* model. This complex process, over 160 hours of staff summer work, yielded documents that are now the foundation on which all K-5 social studies instruction is based. These curriculum documents map each grade level's social studies standards over the course of the school year. They also include essential questions, instructional strategies, resource links, and vocabulary lists.

Each grade level curriculum mapping team included teachers from different elementary schools. The teachers were able to exchange teaching strategies and projects, which helped foster horizontal alignment between all elementary schools. This exchange of ideas also fosters creativity. For example, one Estabrook fifth grade teacher, as part of the European Exploration unit, has her students explain why-or why not- various explorers deserve a national holiday like Columbus Day. Due to the curriculum mapping process, this project, which promotes critical thinking, is now part of the instruction in other fifth grade classrooms.

Collaboration among teachers was a key driver in the creation of the new elementary report card (see Appendix H). Teacher collaboration enabled staff members to establish clearer expectations in social studies that are aligned with current standards. The K-5 coordinator consulted with committee members in order to select priority benchmarks that foster students' creativity, civic engagement, and increase their understanding of history.

### Curriculum and Instruction

The standards based report card provided opportunities for teachers to discuss curriculum changes. In addition to the curriculum maps created during the summer of 2012, teachers also wrote grade level guides to the report card. These guides utilized the curriculum maps and highlighted the MA History and Social Science Frameworks that form the basis for the wording on the report card. As many of the report card standards incorporate language from numerous state standards, this guide is essential to teachers as it enables them to quickly see connections.

During many of the report card centered discussions, it also became apparent that the lack of Professional Learning Community (PLC) time devoted to social studies goals makes it problematic for the work of the review committee to be shared and expanded upon. Elementary teachers are responsible for four core subjects and their PLC time is usually devoted to math and literacy goals. While the curriculum maps and report card guides are readily available, classroom teachers often lack time to examine them in depth. The committee hopes that as the review enters its third year, some PLCs will focus on social studies instruction.

One example from fourth grade:

LPS Report Card Standard	MA History and Social Science Frameworks
<p>Describes the climate, physical features, natural resources, human populations, and products of the five regions of the United States</p>	<p><b>4.9</b> On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Notes below for a listing of states in each region. (G)</p> <p><b>4.11</b> Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p><b>4.12</b> Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)</p> <p><b>4.13</b> Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)</p>

One way that teachers are addressing the new report card standards is through the use of technology. All elementary classrooms are equipped with document cameras and these allow teachers to easily share primary source documents, student work samples, and picture books. This February, pictures of historic Lexington farms were easily projected for students to discuss during one of the new Lexington third grade lessons. As the whole class analyzed a 1950s photograph they noticed that the name on the delivery truck was, *Wright's Poultry Farms*. One of the students actually jumped from his seat and excitedly told the class that a large white barn with a small sign posted on the corner with, "The Wrights", written on it was just down the street from their school. He had remembered passing by the structure each day on his way to school. Other students added their recollections of the property such as buying Christmas trees there and wondered if it could be the same Wrights. After the teacher investigated the property in question and took pictures with her iPad, it was confirmed that this was indeed the same farm as that in the historic photograph. All of this discussion and new found connection to Lexington's agricultural past were made possible by the shared experience of the photograph on the document camera and the use of the iPad. These technologies provided staff with the ability to share and record information in a seamless and effortless manner.

Professional Learning

As noted in the Year 1 Report, fourth grade needed to make significant changes in order to meet their standards. After a 2012 pilot in fourth grade, a new textbook was selected and purchased for all fourth grade classrooms. *Social Studies Alive: Regions of Our Country* is based on cooperative learning strategies and provides many opportunities for students to learn about the

United States as if they were on an actual tour of our country. Non-fiction literature sets on American immigration were also purchased to address additional standards in fourth grade. In October, fourth grade teachers and special educators met to examine these new resources and plan their instruction.

In an effort to create more links between the literacy and social studies standards, the committee's two kindergarten teachers, a kindergarten teacher from the English Language Arts Curriculum Review, and the K-5 Social Studies Coordinator attended a two-day workshop, *Assessment for State and Common Core Standards*. The group learned strategies for monitoring student learning, scaffolding learning, implementing differentiation strategies, and utilized the workshop time to collaborate around the new report card standards. This summer, the teachers will use these strategies as they create new kindergarten units.

During our March review meeting, the elementary committee members participated in a workshop organized by the professional learning organization, Primary Source. As their mission statement highlights, *Primary Source promotes history and humanities education by connecting educators to people and cultures throughout the world. In partnership with teachers, scholars, and the broader community, Primary Source provides learning opportunities and curriculum resources for K-12 educators. By introducing global content, Primary Source shapes the way teachers and students learn, so that their knowledge is deeper and their thinking is flexible and open to inquiry.* Professor Joshua Reid, the director of Native American and Indigenous Studies at the University of Massachusetts-Boston, provided a wealth of information on historical events and current issues surrounding Native Americans. Dr. Anne-Marie Gleeson followed this presentation with an interactive instructional strategy using an extensive selection of photographs that depicted Native Americans in a wide variety of environments and lifestyles.

### Assessment

Assessment has been one of the main drivers of the committee's Year 2 work and it is woven into all parts of the committee's goals. Assessment is multi-faceted and includes summative tasks but even more important are the formative assessments that inform ongoing instruction. As stated earlier, the teachers used the new standards based report card to highlight the changes in the social studies curriculum and conducted workshops for their colleagues to support them in this complex process.

For our November professional learning day, review committee members prepared in-depth presentations and conducted interactive workshops so that their grade level colleagues could better understand the standards and the work of the review committee. (See Appendix I for the first grade presentation.)

In addition to the November presentations, the elementary review committee members also conducted an April workshop focusing on a standard that teachers will assess on the June report card. Building on their learning from the Primary Source scholars, the teachers used the same instructional strategy of photograph analysis, small group discussions, and recording sheets to create an assessment for their colleagues to explore and discuss during an after school workshop.

## MIDDLE SCHOOL

### Overview

Year 1 of the Social Studies Curriculum Review revealed a middle school program of content that is closely aligned with the current Massachusetts curriculum framework. Therefore, a significant focus of the Year 2 Social Studies curriculum review work was the continual alignment of skills to the *MA Framework Standards for Literacy in History/Social Studies*. In addition, the continuation of a district-wide leadership model of a social studies department head in grades 6-8 strengthens cohesion between teachers from Jonas Clarke Middle School and William Diamond Middle School and promotes the vertical and horizontal alignment of curriculum and skills.

What follows is a discussion of the Year 2 implementation at the middle school level of vertical and horizontal curriculum alignment, efforts in keeping the curriculum current as well as professional learning and assessment practices.

### Collaboration

The middle school social studies department utilized professional collaborative time to promote thoughtful reflection of practice. It is important to note that all middle school social studies teachers collaborated in content specific weekly Professional Learning Community (PLC) meetings embedded into their schedules. In a systemic process, the middle school collaborative work of 2012-2013 focused on identifying, aligning, and instructing specific grade level skills. For example, the 6<sup>th</sup> grade Ancient Civilizations PLC collaborated with the middle school librarians to enhance student learning of the research process. Additionally, district-wide department meeting time was used to share teaching strategies to improve student acquisition of literacy-based skills. In support of professional collaboration, peer observations were provided for teachers at Jonas Clarke and William Diamond Middle Schools to increase sharing of professional practice of content and skills.

Professional collaboration at the middle school level focused upon the vertical and horizontal alignment through the thoughtful reflection upon the instruction of content and skills. The content of the middle school social studies curriculum is currently horizontally aligned towards the *Massachusetts History and Social Science Curriculum Framework*. It is important to note that an inversion currently exists in the vertical alignment for grades 6 and 7 between Lexington Public Schools and the Massachusetts Framework. For example, the Lexington Public School sequence of instructed social studies curriculum provides students in grade 6 with the Ancient Civilizations course and World Geography in grade 7. This sequence not aligned to the *Massachusetts History and Social Science Curriculum Framework*. With the exception of this one noted vertical inversion, alignment across the district is horizontally consistent for the sequence of units in all social studies courses at the middle school level.

In the spring of 2012, a survey was provided to all middle school social studies teachers addressing the instruction of key literacy skills. This survey was divided into reading and writing sections based upon the MA Common Core in grades 6-8 Social Studies. The survey included both bimodal quantitative and qualitative statements that were designed to assess the current literacy-based instructional practices in relation to the MA Common Core in the middle schools.

The data from the survey were shared with the members of the middle school social studies department in June of 2012. Based upon the literacy survey data, professional collaboration of middle school social studies teachers in content teams, professional learning communities and data teams, and from the observation and evaluation process, it was verified that the horizontal distribution of reading, writing and research skill-based instruction are not always consistent across the middle school grade levels. In addition, the Middle School Social Studies Department Head met with grade 9 teachers during a workshop in July of 2012 to determine specific skill requirements of middle school students entering the high school. These vertical findings from the survey and observations point to the need to delineate which grade levels should target specific and appropriate MA Framework standards for reading, writing, and research skills.

Curriculum mapping using *Atlas Rubicon* initially began in the spring and summer of 2012 and it was quickly ascertained that middle school content alignment at the unit level was tight; however, skills-based alignment is an area in need of greater vertical and horizontal alignment. As such, the vertical and horizontal alignment of skills has been a major focus of the middle school social studies department for 2012-2013. In the fall of 2012, all middle school social studies teachers identified commonly instructed skills by grade level (see Appendices J, K and L). It was collaboratively decided by all middle school social studies teachers to focus instruction upon research skills, critical reading of nonfiction texts/documents, and expository writing. During department and PLC meeting time, teachers collaborated to identify the priority and high-leverage skills for explicit instruction in 2012-2013. For example, 8<sup>th</sup> grade teachers collaborated in PLC meetings to address the expository writing skill of creating a thesis statement. In these PLC meetings, teachers looked at student work, used a common rubric and discussed high leverage instructional strategies to promote student growth.

In our social studies curriculum review committee, essential questions were generated for both content and skills, which permeate the social studies, K-12. It is the intended purpose that these essential questions will be used to inform teachers as they continue to create unit curriculum maps of content and skills at the middle school level using a *Backwards Design* model of curriculum planning.

### Curriculum & Instruction

In summary of the curriculum alignment, the current sequence of Social Studies courses provided at the middle school level is as follows:

- Ancient Civilizations, grade 6
- World Geography, grade 7
- US History, grade 8
- Economics elective

All middle school students participate in the social studies courses of Ancient Civilizations, World Geography, and US History. Based upon the enrollment data at Jonas Clarke Middle School, 107 students enrolled in the Economics elective, representing 12 % of the 863 students. Similarly, 108 students, or 13% of the 796 students at William Diamond Middle School are enrolled in the Economics elective.



In an attempt to keep the curriculum current, social studies curriculum materials were ordered to support the development of literacy for all middle school students. In 2012-2013, every 8<sup>th</sup> grade US History teacher was provided with a class set of *The New York Times Upfront* magazine to support the student understanding of current events and promote literacy achievement. *New York Times Upfront* is a monthly newsmagazine for teens. In addition, every 7<sup>th</sup> grade World Geography teacher was provided with a class set of *Junior Scholastic Current Events* for the same purposes. The purchase of these instructional materials is in service of the previously described alignment of skills at the middle school level.

Increasing civic engagement for all middle school students has been a major initiative to keep the middle school curriculum current for 2012-2013. As such, an essay contest was created to promote civic engagement and strengthen literacy skills for all middle school students in the fall of 2012. The essay prompts for the contest were:

- What does Lexington mean to you?
- What does it mean to be a community leader?
- Why is Lexington special?

In response to the essay contest, a panel of middle school judges, composed of middle school social studies teachers, reviewed all of the submissions and selected three students at each grade level at both Jonas Clarke Middle School and William Diamond Middle School. These eighteen middle school students were honored guests in grade level assemblies celebrating the 300<sup>th</sup> anniversary of the incorporation of the Town of Lexington in December 2012. These students read their essays during the grade level 300<sup>th</sup> anniversary assemblies.

At the middle school level, the social studies department utilizes extensive technological integration to enhance the instruction of the curriculum. Jonas Clarke and William Diamond Middle Schools are fortunate to have two half-time Instructional Technology Specialists (ITS) to facilitate embedded technological professional learning for all teachers. The ITSs offer a wealth of skills to develop technologically infused curriculum in social studies. For example, middle school teachers in 2012-2013 have utilized web 2.0 tools such as Open Classroom, Google docs, and Noodle tools to increase student collaboration to access the curriculum. Additionally, middle school teachers used document cameras in the classroom to look at student work. Our middle school teachers have begun to experiment with a blended learning approach integrating technology. Blended learning combines traditional face-to-face teaching practices with online instruction in an integrated approach. For example, middle school teachers have used online video presentation tools such as Present.Me, VoiceThread and podcasts to innovate with asynchronous methods to instruct the curriculum using a ‘flipped classroom’ model.

### Professional Learning

Embedded professional learning was provided to all World Geography and US History teachers at Jonas Clarke and William Diamond Middle School from the Integration Technology Specialist (ITS) to enhance social studies curriculum for use with the iPads. For example, the World Geography Teachers created a South African Geography iBook while US History Teachers created a Civil War iBook with support from the ITS. These resources were developed collaboratively with members of the PLC and were integrated into their practice this year.

Teachers reported a change of instructional methods as result of this professional learning, such as greater ability to repeat instructions and directions for all students using the iPads.

All 6<sup>th</sup> grade middle school Ancient Civilization teachers attended the *Primary Source* professional learning entitled, “*Reading and Writing in Social Studies: Strategies for the Common Core*” in 2012-2013. This workshop focused upon document based questions (DBQ), using read-aloud teaching strategies to support student reading in social studies and a writing workshop with consultants from WriteBoston. The teachers attended this workshop with their PLC members to increase capacity and facilitate collaborative adult learning. The Ancient Civilizations teachers shared the key materials and learning with the entire middle school department.

Numerous middle school social studies teachers participated in individual professional learning offerings to address specific needs. For example, a middle school social studies teacher attended a technology and curriculum integration workshop at Boston University, while another teacher attended a *Primary Source* workshop entitled, “*Korea: Chronic Challenges, Continued Hope.*” Looking ahead, a 7<sup>th</sup> grade World Geography teacher will participate in *Teaching for Global Understanding in the 21<sup>st</sup> Century*, to be held during the summer of 2013. It is also expected that two social studies teachers at Jonas Clarke Middle School will participate in the China study tour in the summer of 2013. It is common department practice for all teachers participating in professional learning opportunities to disseminate new methods, materials, and approaches towards instruction during PLC and department meetings.

### Assessment

As it was anticipated that a gap exists in the instruction of skills in the Social Studies department due to the adoption by the Commonwealth of Massachusetts to the Common Core State Standards, common assessments were designed to assess student performance and drive collaborative curriculum development. These skills are outlined in appendices I, J and K. For example, literacy-based common assessments were created and implemented in 7<sup>th</sup> grade World Geography courses. These assessments required students to develop reading comprehension skills as they read selected articles from *Junior Scholastic Current Events*. Students determined main ideas, identified supporting details, and distinguished key vocabulary terms in context. Teachers examined student proficiency data and compared instructional literacy practices in data team meetings in 2012-2013 to illuminate best practices to share with colleagues.

Additionally, 8<sup>th</sup> grade common assessments targeted thesis statement writing skills using common grade-level rubrics. These common rubrics were designed during departmental meeting time and in PLC meetings. During PLC meeting time, teachers then evaluated samples of student work collaboratively and increased the calibration of scoring using the common rubrics. After increasing inter-rater reliability, individual teachers generated student achievement data based upon the common rubrics and discussed instructional practices to support congruence in thinking to evaluate student work. Analyzing student assessment data provided teachers with evidence informed opinions to discuss and share best practices in PLC and department meetings.

## HIGH SCHOOL

### Overview

Year 2 of the Social Studies curriculum review revealed a high school program that is closely aligned with the current Massachusetts Curriculum Framework, yet is in need of continued alignment to the *Massachusetts Curriculum Framework for English Language Arts and Literacy: Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. The department is making significant progress in curriculum mapping through the *Backwards Design* process in *Atlas Rubicon* in the course specific Professional Learning Communities or PLCs. This work has been evolutionary and on going, starting with the New England Association of Schools and Colleges (NEASC) reaccreditation process and continuing over the past few years through the support of a strong system-wide professional learning program that has nurtured a culture of collaboration and continuous improvement.

### NEASC

The preparation for the 2008 reaccreditation laid a strong foundation for the department in alignment to state standards and the development of common rubrics. During the preparation for the reaccreditation, the Social Studies Department took primary responsibility for teaching academic expectations for learning standards 1 (writing), 2 (reading), 5 (research/gather data) and 8 (context of knowledge). School-wide rubrics were created to assist in the development of common expectations for learning outcomes. Department members also assembled a grade 9-12 curriculum guide that included course descriptions, links to the academic expectations, Essential Questions, and course outlines. These outlines included instructional activities and assessment instruments. This was the first step in curriculum writing since the 2001 Framework alignment. Although there have been various targeted curriculum workshops for staff members, the curriculum had not been updated since 1990. The NEASC preparations allowed the inclusion of all the departmental electives for the first time in the written curriculum. This curriculum work has facilitated much of the progress of the Curriculum Review Committee, especially in the development of the Essential Questions.

Use of common rubrics have become widespread for such major assignments as the 9<sup>th</sup> and 11<sup>th</sup> grade research papers and the 10<sup>th</sup> grade History Day Project. The school-wide rubric for writing is commonly used and has been widely adapted to meet the needs of individual teachers and students. Another result of the NEASC reaccreditation process was the recommendation from the visiting team to reduce tracking in the department. As a result, honors sections of World History II and Issues in American History were eliminated in an effort to raise the level of expectation and performance for all students in the college preparatory classes. The NEASC report also supported the establishment of PLCs as a means to address the need for greater alignment in expectations for student learning.

### Collaboration

In the 2008 school year the department began to experiment with the PLCs. Currently, there are four Social Studies PLCs, each organized around a common subject areas: 9<sup>th</sup> grade World History I; 10<sup>th</sup> grade World History II, CP1; 11<sup>th</sup> grade Issues in American History, CP1; and the *singletons* or PLC of elective teachers. All of the PLCs have a common planning time for at least three blocks and one common meeting time each week. In addition, the 9<sup>th</sup> grade PLC also works collaboratively with the 9<sup>th</sup> grade English PLC. This joint 9<sup>th</sup> Grade Team meets bi-weekly to address transitional needs of the freshman class and also has worked on common teaching strategies and expectations for writing. The PLCs have developed numerous common writing assignments, expectations and rubrics. There has also been much effort in the development of common research projects, unit assessments and final exams.

For the 2011-2013 school years, the major focus of all of the PLCs has been the *Backwards Design* of the curricular units before implementation and the refinement of course specific Big Ideas and Essential Questions. *Atlas Rubicon* has been a new on-line tool used to facilitate discussion and store unit plans in a consistent manner (See Appendix J). Allison Zmuda supported these efforts during the professional learning release afternoons (see Appendix K).

The *singleton* PLC consists of teachers who do not share a common curriculum with another department member. The *singleton* PLC has been looking at common skills stressed in all of the elective course offerings. To facilitate this discussion and focus on skills, a workshop by WriteBoston and Primary Source on the Common Core was held on March 8<sup>th</sup> for 10 elective teachers to provide additional support in their efforts. As a result of this workshop, *singleton* PLC members have begun to develop common expectations for skills, especially in the area of presentations and oral reports. Along with the rest of the department, *singleton* PLC members have also been inputting curriculum materials into the *Atlas Rubicon* system and reflecting on Big Ideas and Essential Questions for their courses.

### Curriculum and Instruction

The current scope and sequence of Social Studies courses is aligned with the current Massachusetts Curriculum Framework:

- World History I
- World History II
- American History
- Electives

The implementation of PLCs has allowed teachers of common courses to come together and to identify key skills and content so that students will have common understandings and experiences across a grade level. However, staff need to look more closely between grades and at the transition from 8<sup>th</sup> to 9<sup>th</sup> grades for gaps in the curriculum and areas where content and skill work are repetitious.

Lexington High Schools' Social Studies Department elective program offers a rich array of elective offerings in psychology, business/economics, civics, human rights, debate and history. The challenge is to make sure the elective program is reinforcing and expanding the student

skills and enduring understandings from the core curriculum. The department needs to continue to articulate the ways in which the elective program of studies aligns with and reinforces the core curriculum.

The 2011-13 school years have seen the infusion of a great deal of technology into the classrooms across the Social Studies Department. Through the generous support of the Lexington Education Foundation (LEF), *SMARTBOARDS* or interactive white boards were initially mounted in three social studies classrooms and training for staff was piloted for the 2011-12 school year. Building on this initiative, additional interactive whiteboards were purchased and by the fall of 2013 every classroom in the department will be equipped. The LEF has also been instrumental in sponsoring an iPad pilot for a select group of sophomore students and we are hoping to expand the use of iPads into the ninth grade team. Moreover, the Technology Department through the financial support of the School Committee has provided each teacher at the high school with a laptop computer. Finally, the PTSA has generously assisted the department in purchasing 8 ELMO Document Cameras. The purpose of all of this expanding technology is to enable the staff to connect with students in new ways, enriching learning experiences. This technology has increased the excitement of students as learners and that they will use technology in appropriate and meaningful ways to allow them to be more productive, engaged, and efficient learners, and citizens of the 21<sup>st</sup> century.

The Social Studies Department includes a Debate Program. The debate program has been placed on a secure financial footing for the future thanks to the support of the School Committee and BOLD (Backers of Lexington Debate), the parent support organization. The LPS budget has always provided teaching staff for the debate classes, yet the co-curricular nature of the program required an additional estimated \$140,000 each year to fund travel, housing, registration, judging, and coaching expenses necessary for the team to compete at regional and national tournaments. Although, in the past the system did fund the program in part, since 2008 the parents and students have financed the program entirely through donations and almost constant fundraising. This year, the School Committee included in its budget \$65,000 to help offset the costs of registration, busing, and judging fees. This generous support will free up students to focus more time on their studies. In addition, the School Committee also approved a part-time debate secretary to track expenses, coordinate logistics of travel and lodging, and assist in the processing of the substantial paperwork such as permission slips, medical forms, and receipts necessary for the program to function smoothly. The incredibly strong support from the School Committee, parents, and BOLD will enable the debate program to continue its long string of successes on both a regional and national level of competition.

### Professional Learning

The Lexington Public Schools have provided for an on-going program of professional learning. This support has been instrumental in establishing a culture of collaboration and a strong curricular foundation that has been critical to the work of the Curriculum Review process. A number of nationally known leaders in education have come to LHS to support the on-going staff development program. In 2005 Doug Reeves spoke to the staff about the challenges at LHS, including insufficient time for collaboration; complex and differentiated needs of students; a history of professional isolation; and increased expectations. He offered, as a possible solution, the PLC model that would allow for continuous professional learning through the sharing with

colleagues. Rick and Becky DuFour followed in 2007 and introduced the concept of PLC as a means to promote high achievement for all students through a culture of collaboration. Robert Marzano (2008) presented an overview of instructional strategies from his *The Art and Science of Teaching*. He noted that effective teaching is both an art and a science and that there are research based practices that will improve student achievement. Teachers (as artists) can use their creativity to best match their style with the personality of the class. Larry Ainsworth (2009) discussed powerful curriculum, instruction, and assessment practices that are intentionally aligned as part of a whole system of instructional changes as a result of Common Core Standards and common formative assessments. In the past two years, Allison Zmuda has supported the staff in “backwards” design of curriculum and the development of Big Ideas and Essential Questions as guiding elements. This work in backwards design is being stored on-line in the *Atlas Rubicon* system.

The professional learning program has matched and supported the PLC goals:

- 2007-08: Administer one common assessment for one unit.
- 2008-09: Complete one common unit with a common assessment; institute common planning time.
- 2009-10: Identify Big Ideas for course and develop common final assessment.
- 2010-11: Input consensus curriculum units into Atlas Rubicon; implement Backwards Planning.
- 2011-13: Develop Big Ideas and Essential Questions as part of the backwards design of curricular units into Atlas Rubicon. Common Core workshop for teachers of elective courses.

In addition to the participation in the Curriculum Review Meetings, release day professional learning, and the Common Core Workshop, the twenty-three members of the high school department participated in thirty-two workshops, courses and professional learning opportunities. Department members participated in a wide variety of offerings including Primary Source’s *Voices of the Middle East*, Teaching American History’s *People in Transition*, NCTA’s (National Consortium for Teaching Asia) *Views of the East*, and LPS’s *Blended Learning – Transforming Classrooms with Meaningful Integration*,

Sustained professional learning has supported and nurtured the development of the PLCs at the high school. A culture of collaboration has been established. PLCs are embedded at the high school and are considered a vital component of curriculum and instruction. The PLCs allow teachers to engage in continual learning through the sharing of materials and ideas learned through professional learning opportunities. PLCs have developed common assessments, rubrics, mapped curriculum, stored units in Atlas Rubicon, and created course specific Essential Questions and Big Ideas to guide and focus the instruction.

#### Assessment

The grade-level PLCs have developed common final assessments and also common research paper requirements. The department’s goal for professional learning in the 2013-14 school year is to continue the work begun this year with the Common Core and Essential Questions for Skills and to develop a common understanding of student performance goals through team use of common assessments.

## NEXT STEPS

The work of the review committee has been thoughtful and substantial during the committee's first two years. Identifying what needed to be done was a complex process and our work now involves completing our extensive goals in FY14.

The next steps, K-12, are to continue with the horizontal and vertical alignment of skills and content at the unit level using the *Backward Design* model. Professional learning will be provided for all social studies teachers to increase capacity for this work.

Elementary teachers will use the summer of 2013 to develop units that build on the state and national standards and highlight the unique aspects of Lexington. First and second grade teachers will work with a Primary Source consultant to better define their units, which will make them more consistent across the district. The units will incorporate the K-12 essential questions for skills and content on which the committee has worked a great deal this year. Based on this curriculum development, materials will be piloted for evaluation and potential adoption. This will occur during year three of the review process in selected classrooms from all six elementary schools. The fourth grade textbook, *Social Studies Alive!: Regions of Our Country!*, as well as the non-fiction literature sets purchased in FY13 will be incorporated by committee members into the current curriculum map. Professional learning will be offered for all elementary teachers in FY14 to introduce new curriculum and support existing units.

At the middle school level, based upon the results of the literacy survey and the articulation of commonly identified skills at the middle level, there exists a need to include research skills as part of the curriculum maps. As such, collaboration with the middle school librarians will continue. Based upon the feedback from teachers and students, *Junior Scholastic Current Events* and *New York Times Upfront* will need to be purchased again as the periodical resources incorporate current events. In an effort to keep the curriculum materials current, a textbook will be piloted for evaluation and potential adoption in grades 6-8. The entire middle school social studies faculty, using an established and consistent protocol, evaluated TCI's *History Alive*, *Geography Alive* and *Ancient History Alive* textbooks. These textbooks were selected for pilot implementation in the 2013-2014 school year due to the significant interactive online learning modules, which are currently lacking in the existing textbook selections. As such, one class set per grade level of each of these textbooks was purchased using curriculum review funds and teachers have agreed to critically pilot the instructional materials. It should be noted that the publisher of the middle school program, Teachers' Curriculum Institute (TCI), is the same publisher for the newly adopted fourth grade program.

The next step in the curriculum review process at the high school is to continue the mapping and alignment of the curriculum to the *MA Framework Standards for Literacy in History/Social Studies* and to the K-12 Essential Questions for Content and Skills. This mapping will include work begun this year with the Common Core and Essential Questions for Skills and the development of a common understanding of student performance goals through team use of

common assessments. PLCs will continue their work in backwards planning using *Atlas Rubicon* as a common tool for a more systematic approach of organizing and sharing information. Finally, additional support, training, and materials are needed for differentiating instruction, especially for teachers working with Level 2 or heavily supported classrooms.

### **YEAR 3 GOALS**

The Year 3 overall goals are the same as those in Year 2. The critical difference will be in the numerous ways that the committee will widen the scope of their work and increase their advocacy for the social studies. During the first two years of the review, the committee built a strong foundation of knowledge and began to make curriculum changes. The committee's final year will focus on continuing the curriculum adjustments and helping all teachers understand the many ways social studies is essential to our students. The committee looks forward to inspiring their colleagues and developing a K-12 program that promotes the values set forth in our mission statement.

- **Promote and ensure vertical and horizontal alignment of district curriculum.**
  - Create, refine, and publish curriculum maps using the *Backwards Design* model.
  - Utilize ATLAS curriculum mapping software when appropriate.
  - Make recommendations and purchase updated materials.
- **Keep the curriculum current with the local, state, and national standards while maintaining a distinct identity.**
  - Develop themes and/or enduring understandings K-12 that reflect all strands of social studies.
  - Incorporate models of global education and 21<sup>st</sup> Century Skills into curriculum.
  - Project budgetary implications of implementation of new curriculum.
- **Identify a professional learning program reflective of the Lexington Public Schools curriculum.**
  - Provide professional learning for all teachers to gain a deeper understanding of social studies.
  - Provide leadership-training opportunities for committee members.
  - Utilize and promote meaningful instructional strategies that incorporate literacy with social studies.
  - Collaborate with the technology department to provide instruction that support inquiry based social studies instruction.
- **Analyze data to gauge the efficacy of the curriculum, assessment practices, and professional learning initiatives.**
  - Create, utilize, and refine common assessments and rubrics.



## **LEXINGTON'S 300<sup>TH</sup> ANNIVERSARY CELEBRATION**

Research indicates that community support is an important component of a vibrant social studies curriculum. Fortuitously, the social studies curriculum review coincides with the 300<sup>th</sup> anniversary of Lexington's incorporation. Although the review committee meetings did not focus on the 300<sup>th</sup> anniversary directly, the importance of the tercentennial cannot be overlooked. All LPS students celebrated this important event by participating in a rich array of experiences. Due to generous funding from the Lexington Education Foundation, teachers at all grade levels collaborated to engage students around the 300<sup>th</sup> anniversary of the town's incorporation.

Beginning in the summer of 2010, a representative group of K-5 educators participated in professional learning workshops to increase their own background knowledge of Lexington. The LEF funds also provided the opportunity for this same group to create lesson plans that all K-5 teachers used to teach students the history of their schools, neighborhoods, and town during the 2012-13 school year. Technology Integration Specialists, Ann Tenhor and Betsy Peterson, and the K-5 Social Studies Coordinator created informational videos about each lesson for classroom teachers. The lessons were a huge success. Students learned about schools in the past, the Hancock-Clarke House, Lexington's immigration patterns, farming, Lexington's across the U.S., and the history of the Battle Green. Lexington 300<sup>th</sup> assemblies were also held at each elementary and middle school with historic reenactors providing ample opportunities for students to learn about our town and each school's namesake.

In eighth grade, students complete *U.S. History and Civics* focusing upon the formation and framework of American government. Analyzing the depth of the instructed grade 8 US History curriculum horizontally, it was determined that the civics unit of study at both middle schools lacked emphasis upon the role and function of local government. Serendipitously, a grant proposal was presented to the Lexington Education Foundation entitled, "All Politics is Local: Celebrating Lexington's 300<sup>th</sup> Anniversary by Enhancing Civics and Local Government Education for All Middle School Students." This LEF program grant proposal enhanced the 8<sup>th</sup> grade US History and Civics curriculum for all middle school students. Teachers collaboratively developed a series of lessons centering on local town government and civics in conjunction with the celebration of Lexington's 300<sup>th</sup> anniversary as a town. Additionally, the grant funded collaboration between local civic organizations such as the Lexington League of Women Voters, Lexington Town Meeting Members Association and middle school US History teacher representatives from Clarke and Diamond. The grant enhanced the existing civics curriculum involving the function and processes of local town government in Lexington through mock town meetings.

The LEF funded a project at the high school for US History students to create research projects that address historical artifacts from Lexington's rich history. Students created video documentaries on these artifacts that were played as part of the 300<sup>th</sup> celebration. The video documentary program on Lexington's history will continue as an integral activity on local history. In addition, the Debate teams researched controversial issues from Lexington's History to debate as part of the 300<sup>th</sup> festivities.

**APPENDIX A - Social Studies Curriculum Review Committee Members 2012-2013**

<b>Representative</b>	<b>School</b>	<b>Position</b>
Jane Hundley	Central Office	K-5 Social Studies Coordinator
Carol Pilarski	Central Office	Assist Sup Curriulum, Instruction, Prof Dev
Rob Collins	LHS	Social Studies Department Head
Matt Mehler	Diamond/Clarke	Middle School Deptment Head
Jonathan McMullen	Bowman Elementary	Kindergarten
Melinda Webster Loof	Bowman Elementary	Library Media Specialist
Julia Finley	Bowman Elementary	METCO Social Worker
Lynnette Allen	Bridge Elementary	Library Media Specialist
Jill O'Reilly	Bridge Elementary	Grade 1
Katie Bourret	Estabrook Elementary	Grade 4
Andrea Taddeo	Estabrook Elementary	Grade 4
Caroline St. Onge	Estabrook Elementary	Grade 5
Betsy Peterson	Estabrook, Fiske, Hastings	Technology Integration
Maria Azerado	Fiske Elementary	Reading Specialist
Kim Michael	Fiske Elementary	Grade 4
Sahr Moussa	Harrington Elementary	Grade 5
Heather Daly	Hastings Elementary	Grade 2
Maureen McKenna	Hastings Elementary	Grade 3
Jennifer Sheerin	Hastings Elementary	Kindergarten
Stacey Gaetano	Clarke Middle School	Grade 7
Nancy Picardi	Clarke Middle School	Grade 6
David Vincent	Clarke Middle School	Grade 8
Carolyn Kelly	Clarke Middle School	Library Media Specialist
Mary Barry	Diamond Middle School	Grade 6
Ron Godfrey	Diamond Middle School	Grade 7
Troy Lemay	Diamond Middle School	Grade 8
Bill Cole	LHS	Grade 9-12
Tammy Darling	LHS	Grade 9-12
Brooke Forelli	LHS	Grade 9-12
Matt Gardner	LHS	Grade 9-12
Julie Kuo	LHS	Grade 9-12
Katherine Murphy	LHS	Grade 9-12
Ellen Shea	LHS	Grade 9-12
Emily Tremaine	LHS	Grade 9-12

## APPENDIX B

### Glossary to Support Unit Development Lexington Public Schools; Lexington, MA- 2012-13

Term and Definition	Design Standards	Illustrative Example
<p><b>Unit</b> <i>A unit focuses on a major topic, process, theme, or performance, and typically lasts 10 - 20 class periods. It does not refer to a chapter in a textbook.</i></p>	<ul style="list-style-type: none"> <li>✓ Clear description (both title and summary) framed in what the students will accomplish as a result of their time on this major topic, process, theme, or performance.</li> </ul>	<p>This unit, “Road to the American Revolution” focuses on the key events, ideas and principles that were the heart of the colonists’ rebellion. Students will examine primary and secondary sources to identify different perspectives along with the various facts and ideas that support them.</p>
<p><b>Standards — MA Curriculum Frameworks</b> <i>Standards that are the focal point of the unit and will be assessed on a formative and a summative level.</i></p>	<ul style="list-style-type: none"> <li>✓ Excerpted from Massachusetts State Framework</li> <li>✓ Assessed within a unit</li> <li>✓ Feasible with existing time frame and resources</li> </ul>	<ul style="list-style-type: none"> <li>• 5.14: Explain the development of colonial governments and describe how these developments contributed to the Revolution.</li> <li>• 5.15: Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies</li> <li>• 5.16: Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.</li> </ul>
<p><b>Big ideas (framed as Understandings)</b> <i>Framed as sentences that specify the core concepts, principles, theories, and processes that should serve as the focal point of curriculum, instruction, and assessment. Big Ideas help students scaffold their understanding so they can eventually make broader generalizations and connections.</i></p>	<ul style="list-style-type: none"> <li>✓ Framed as an understanding of the lasting and universal importance of a given topic, theme, process or text</li> <li>✓ Insight that derives from inquiry that requires discovery or processing</li> <li>✓ Understanding can be observed in “real time” and/or measured in performance/product using established criteria</li> <li>✓ Transferrable to a variety of contexts, topics and/or disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Change generally comes through pursuit of revolutionary ideas.</li> <li>• Major conflicts are multi-faceted - they are defined by polar opposites, but the general public perhaps lives more in the middle.</li> <li>• American identity is influenced by dissension: it can be the catalyst for change or the reason why people are marginalized.</li> </ul>
<p><b>Essential Questions</b> <i>Open ended questions that focus instruction on the big ideas, align instruction with assessment, and lead students to the discovery of the big ideas on their own.</i></p>	<ul style="list-style-type: none"> <li>✓ Frames and provokes thinking and dialogue written in student targeted language</li> <li>✓ Promotes inquiry and exploration rather than straight-forward answers</li> <li>✓ Links the classroom to the outside world</li> <li>✓ Draws on prior knowledge to challenge and/or develop thinking and create new knowledge</li> </ul>	<ol style="list-style-type: none"> <li>1. What causes fundamental disagreements? How can disagreements be resolved through compromise? When are the disagreements a deal-breaker?</li> <li>2. What insights do you gain from examining another persons' perspective?</li> <li>3. How does an individual make a difference?</li> <li>4. What are people willing to risk in the name of freedom?</li> </ol>

Term and Definition	Design Standards	Illustrative Example
<p><b>Content</b>  <i>Declarative knowledge students will gain as a result of completing the unit. There should be clear links between this box and the Standards and Big Ideas identified earlier.</i></p>	<ul style="list-style-type: none"> <li>✓ Clarifies major topics, facts, people, rules that students are responsible for recalling by the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Biographies in American Revolution (e.g. John Adams, Crispus Attucks, Thomas Paine, Molly Pitcher)</li> <li>• Stamp Act/ Sugar Act</li> <li>• Boston Massacre</li> <li>• Boston Tea Party</li> <li>• Intolerable Acts</li> <li>• Lexington and Concord</li> <li>• Second Continental Congress</li> <li>• Declaration of Independence</li> <li>• Bunker Hill</li> <li>• Perspectives of Slaves/Native-Americans/Women</li> <li>• Taxation without Representation</li> <li>• Breaking away from sovereignty</li> </ul>
<p><b>Critical Vocabulary</b>  <i>Terminology that is non-negotiable students learn in order for them to be functional in the unit</i></p>	<ul style="list-style-type: none"> <li>✓ Prioritized list</li> <li>✓ Requires students to provide a basic definition and an example/non-example</li> </ul>	<ul style="list-style-type: none"> <li>• Patriot</li> <li>• Loyalist</li> <li>• Unalienable rights</li> </ul>
<p><b>Skills</b>  <i>Procedural knowledge students will become proficient in as a result of completing the unit. There should be clear links between this box and the Standards and Big Ideas identified earlier.</i></p>	<ul style="list-style-type: none"> <li>✓ Delineates discrete skills and processes students should be able to use</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze primary documents (e.g. Declaration of Independence, Common Sense, lithograph of Boston Massacre)</li> <li>• Locate information, organize, categorize, and record</li> <li>• Use tools to carry out the writing process (graphic organizers, 6 Traits)</li> <li>• Identify significance of historical figures</li> <li>• Identify main idea and supporting detail in various texts</li> <li>• Compose main idea and supporting detail to support your text</li> <li>• Take a perspective and defend it with supporting evidence</li> </ul>
<p><b>Assessment</b>  <i>Valid and varied assessments aligned with the Desired Results (Stage 1: Standards, Big Ideas, content, critical vocabulary and skills).</i></p>	<ul style="list-style-type: none"> <li>✓ Summative assessment(s): Directly measures the standards, big ideas, content, critical vocabulary and skills</li> <li>✓ Formative assessments: Provides practice, meaning-making, and application in a low-stress way so that teachers can see where students are to inform teaching AND students can learn from their successes and errors to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children’s Author:</b> Write a young children’s biography emphasizing the difference one person makes in history, think about how they made a difference, and why they are important to the American Revolution. Why do we remember this person over two hundred years later? Since biographies for younger readers are usually illustrated, your biography must include illustrations (informal drawings or images). Your illustrations will help young readers envision the scenes described in your story. You must be historically accurate and give concrete detail in your descriptions.</li> </ul>

Term and Definition	Design Standards	Illustrative Example
<p><b>Assessment (continued)...</b>  <i>Valid and varied assessments aligned with the Desired Results (Stage 1: Standards, Big Ideas, content, critical vocabulary and skills).</i></p>	<ul style="list-style-type: none"> <li>✓ Summative assessment(s): Directly measures the standards, big ideas, content, critical vocabulary and skills</li> <li>✓ Formative assessments: Provides practice, meaning-making, and application in a low-stress way so that teachers can see where students are to inform teaching AND students can learn from their successes and errors to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Revolutionary Debate:</b> Students will be assigned a side from a major turning point of the Am Rev. They will work in small groups to research and create positions that they will defend. They will present their arguments and rebuttals to the class.</li> <li>✓ <b>Essay:</b> Students will write about our class novel, <u>My Brother Sam is Dead</u>. Students should address what causes fundamental disagreements and what people are willing to risk for their freedom. They will use evidence from class discussions, reflections on the novel, and independent research to support their argument.</li> </ul>
<p><b>Resources</b>  <i>Instructional support materials that are important to the execution of this unit.</i></p>	<ul style="list-style-type: none"> <li>✓ Provides resource title and description (or hyperlink) to clarify what the designer(s) envisioned throughout the unit sequence</li> </ul>	<ul style="list-style-type: none"> <li>• <u>My Brother Sam is Dead</u>, James Collier and Lincoln Collier</li> <li>• "Kids Discover" Magazines: 1776, Declaration of Independence, American Revolution</li> <li>• Biographies driven by student interest</li> </ul>
<p><b>Lesson</b>  <i>A subset of an instructional unit focusing on a particular standard/ learning goal/ objective. A lesson typically lasts 1-3 class periods.</i></p>	<ul style="list-style-type: none"> <li>✓ Briefly describes the activity and the rationale behind it (i.e. cross-references to Essential Questions, Content, Critical Vocabulary, Skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and interpret excerpts of the Declaration of Independence (EQs: 1, 4; CV: unalienable rights; S: Analyze primary documents)</li> </ul>
<p><b>Daily Objectives</b>  <i>Posted on the board to frame the lesson so that students have a clear conception of the focus (and teacher can connect the daily objective to the larger ideas via Essential Questions or Big Ideas)</i></p>	<ul style="list-style-type: none"> <li>✓ Measurable language that the teacher can formatively assess through observation and examination of student work</li> <li>✓ Student-friendly language that clarifies what they are doing in relation to the larger content and skills in the unit</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast the point of view of the colonists with the point of view of the British monarchy.</li> <li>• I can explain the most important reasons why the colonists were so upset (both events and ideas).</li> </ul>

## APPENDIX C

### Social Studies K-12 Curriculum Review Process

Key Question: What should students know and be able to do?

<b>Document(s)</b>	<b>Mission Statement</b>	<b>K-12 Vertical Essential Questions</b>	<b>Curriculum Map Scope and Sequence</b>	<b>Unit Plans</b>
<b>Description</b>	Articulates the purpose and need for the thoughtful teaching and learning of social studies in Lexington Public Schools	Based on mission statement and informed by national and state standards	Explains which Essential Questions addressed at each grade level and at what level of sophistication	Uses K-12 Essential Questions and Map to create Essential Questions and objectives for units and lesson plans
<b>Purpose</b>	Broad statement of goals	Identify outcomes in a broad way	Outlines course/grade level topics at each grade level; K-12 Articulation	Detailed explanation of what students will know and be able to do
<b>Audience</b>	General Public	Teachers	Teachers	Students
<b>Created By</b>	K-12 Review Committee	K-12 Review Committee	Sub-Committees by level: <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle</li> <li>• High School</li> </ul>	Classroom teachers working collaboratively in PLC/Content Teams

**APPENDIX D**

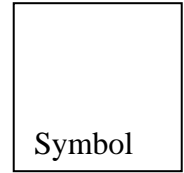
**K-12 Social Studies Skills: Essential Questions  
Lexington Public Schools – DRAFT 1.8.13**

<b>Social Studies Skills</b>	<b>Essential Questions</b>
<b>Change Over Time:</b> sequencing, eras, chronology	<ul style="list-style-type: none"><li>• How has this (group, nation, idea, people, etc.) changed over time?</li></ul>
<b>Understanding Perspectives:</b> point-of-view, multiple lenses, empathy	<ul style="list-style-type: none"><li>• How are perspectives and identities formed/confirmed?</li><li>• How do perspectives and identities shape experiences/attitudes/actions?</li></ul>
<b>Researching:</b> Gathering and evaluating sources	<ul style="list-style-type: none"><li>• What do I need to know and how do I find it (using credible, relevant and reliable sources)?</li></ul>
<b>Synthesis:</b> drawing informed conclusions to create new understanding	<ul style="list-style-type: none"><li>• What inferences, conclusions, decisions and/or predictions can I make based upon the information I have?</li></ul>
<b>Evaluating, Analyzing and Using Evidence:</b>	<ul style="list-style-type: none"><li>• How do I use evidence that I found (to build and support a claim)?</li></ul>
<b>Communication:</b> appropriate for task, purpose, audience in a variety of media	<ul style="list-style-type: none"><li>• How does audience and purpose shape communication?</li><li>• How can I effectively organize and communicate my thoughts in a variety of media?</li></ul>
<b>Visualization Tools:</b> analysis of maps, charts, tables and graphs	<ul style="list-style-type: none"><li>• How do I use this visual to determine patterns?</li></ul>
<b>Collaboration:</b> contributions to groups on/for shared tasks	<ul style="list-style-type: none"><li>• How do groups make collaborative decisions and achieve goals?</li><li>• How do I participate effectively in a group by both expressing their ideas and listening to others?</li><li>• How do I work effectively in a group to accomplish a goal?</li></ul>
<b>Problem Solving:</b> application	<ul style="list-style-type: none"><li>• How do I use what I know to offer a solution to this problem?</li></ul>

**APPENDIX E**

Name: \_\_\_\_\_

Color: B      Y      R      G



**Resource Information**

*If the source passes the CART test, then fill out the remaining information about the source.*

Title of Source: \_\_\_\_\_

Who wrote it? \_\_\_\_\_

**Current:** Is the information “up to date”?  Y  N Does it need to be?  Y  N  Maybe

**Accessible:** Can you read and understand it? Does it pass the 5 fingers test?  Y  N

**Relevant:** Will it help answer your research question?  Y  N

**Trustworthy:** Is it written by an expert source or by a well-known publisher?  Y  N  Maybe

**This source is reliable, so I am going to cite it and gather information from it**  Y  N



Who is the publisher? \_\_\_\_\_ Where was it published (book only)? \_\_\_\_\_

When was it published or last updated? \_\_\_\_\_

Where did you find it?

- Database: \_\_\_\_\_  On the Web (url): \_\_\_\_\_
- Book  Other \_\_\_\_\_

\*\*\*\*\*

**Resource Information**

*If the source passes the CART test, then fill out the remaining information about the source.*

Title of Source: \_\_\_\_\_

Who wrote it? \_\_\_\_\_

**Current:** Is the information “up to date”?  Y  N Does it need to be?  Y  N  Maybe

**Accessible:** Can you read and understand it? Does it Pass the 5 fingers test?  Y  N

**Relevant:** Will it help answer your research question?  Y  N

**Trustworthy:** Is it written by an expert source or by a well-known publisher?  Y  N  Maybe

**This source is reliable, so I am going to cite it and gather information from it**  Y  N



Who is the publisher? \_\_\_\_\_ Where was it published (book only)? \_\_\_\_\_

When was it published or last updated? \_\_\_\_\_

Where did you find it?

- Database: \_\_\_\_\_  On the Web (url): \_\_\_\_\_
- Book  Other \_\_\_\_\_



**APPENDIX F**

**K-12 Social Studies Content Essential Questions  
Lexington Public School – DRAFT 3.6.13**

<b>Social Studies Content:</b>	<b>Essential Questions:</b>
<p><b>Civics</b> <i>Civic Responsibility</i> <i>Citizenship</i> <i>Power of Individual</i> <i>Collective vs Individual good</i></p>	<ul style="list-style-type: none"> <li>• What makes a good citizen? (local, national, global)</li> <li>• How does my participation in my family and my communities impact those around me?</li> <li>• How can one person make a difference?</li> </ul>
<p><b>Government and Politics</b> <i>Law and Order</i> <i>Change of Power</i> <i>Political Systems</i> <i>Role of Government</i></p>	<ul style="list-style-type: none"> <li>• How are rules/laws/decisions made and why are they important?</li> <li>• Why does leadership change?</li> <li>• How do different political systems develop and how do they impact society?</li> <li>• What is the relationship between individuals and the state?</li> <li>• How do different political systems interact and influence each other?</li> </ul>
<p><b>Geography</b> <i>Human interaction</i> <i>.....with others</i> <i>.....and with the environment</i> <i>Movement</i> <i>Location</i> <i>Place</i> <i>Region</i></p>	<ul style="list-style-type: none"> <li>• How does where you live affect how you live?</li> <li>• Why do people, goods or ideas move?</li> <li>• How does geography affect growth and development of societies/communities?</li> <li>• How do humans impact the physical and political world?</li> </ul>
<p><b>History</b> <i>Construction of history (perspectives)</i> <i>Forces that shape history: religion, conflict, freedom, security, collective action, science and technology</i> <i>Continuity and change over time</i></p>	<ul style="list-style-type: none"> <li>• How is history constructed?</li> <li>• How do forces shape history?</li> <li>• How do things change or stay the same over time?</li> <li>• How does perspective affect the way history is told?</li> <li>• How do we use knowledge of the past to make informed decisions in the present?</li> </ul> <p><i>Sub-questions:</i></p> <ul style="list-style-type: none"> <li>• Whose story is being told?</li> <li>• How is an understanding of a situation shaped by knowledge of what came before?</li> </ul>

	<ul style="list-style-type: none"> <li>• How are we currently alike/different from other places/times/generations?</li> <li>• How did individuals/groups/events/ideas/innovations make a historical impact?</li> <li>• How did collective/group identities influence history? (Gr 5-12)</li> <li>• When was conflict likely/necessary?</li> <li>• How did people stand up for what they believe in?</li> </ul>
<p><b>Culture and Identity</b>  <i>Community</i>  <i>Diversity</i>  <i>Values</i>  <i>Symbols, Expression</i></p>	<ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• How does understanding of others strengthen communities?</li> <li>• What happens when cultures interact?</li> <li>• How is culture reflected in society?</li> <li>• How do group identities influence who we are and how we see the world?</li> <li>• How do cultures change and spread?</li> </ul>
<p><b>Economics</b>  <i>Trade</i>  <i>Resources</i>  <i>Products</i>  <i>Inequality</i>  <i>Systems</i>  <i>Scarcity</i>  <i>Competition</i></p>	<ul style="list-style-type: none"> <li>• How do we determine what we need and want?</li> <li>• How do we determine how we are going to meet our needs/wants?</li> <li>• What is the role of money? How do we determine the value of goods and services? (demand, supply, competition, etc.)</li> <li>• Why do some people and societies have more than others? How do societies respond?</li> <li>• How do people/nations decide what to produce/trade? Why are there different economic systems?</li> </ul>

Aligned to National Standards for Civics and Government, Voluntary National Content Standards for Economics, National Curriculum Standards for Social Studies, National Geography Standards, Massachusetts History and Social Sciences Curriculum Framework.



# APPENDIX G


## JONAS CLARKE MIDDLE SCHOOL

### Mock Election

### OFFICIAL BALLOT

Social Studies Department Chair

### TUESDAY, OCTOBER 30, 2012

To vote for a candidate, fill in the oval  to the right of the candidate's name. Ballots that do not include a last name will NOT be counted.

#### ELECTORS OF PRESIDENT AND VICE PRESIDENT

Vote for ONE

OBAMA and BIDEN + + + + + + + Democratic Candidates for Re-election

ROMNEY and RYAN + + + + + + + Republican

STEIN and HAMALKA + + + + + + + Green

JOHNSON and GRAY + + + + + + + Libertarian

#### SENATOR IN CONGRESS

Vote for ONE

SCOTT P. BROWN + + + + + + + Republican Candidate for Re-election

ELIZABETH WARREN + + + + + + + Democratic

PRINT YOUR LAST NAME IN THIS BOX

If this box remains blank, ballot will NOT be counted.

#### REPRESENTATIVE IN CONGRESS FIFTH DISTRICT

Vote for ONE

EDWARD J. MARKEY + + + + + + + Democratic Candidate for Re-election

TOM TIERNEY + + + + + + + + + + + Republican

#### QUESTION 1

Students in the Lexington Public Schools currently attend school for approximately 181 days each school year. Students are currently required to complete both class work and homework in order to successfully complete their courses. This ballot question proposes changes to the policies and schedule for Lexington Public Schools. A "NO" vote is a vote for keeping the school calendar and homework policy the way they currently exist. A "YES" vote is a vote for the following changes:

1. ALL homework will be eliminated from the Lexington Public Schools. Teachers may not assign homework or any work outside of class time, for any reason.
2. The school year will be lengthened to 200 school days for all students. This is an increase of 20 days of school per year. Any student who does not attend school for at least 196 days will be required to make up missed days on weekends and/or during summer vacation.

YES

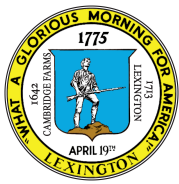
Will eliminate homework and increase the school year by 20 days.

NO

Will make no changes to the current calendar and homework policy.

**APPENDIX H**

Elementary Report Card Sample



Lexington Public Schools

Elementary Report Card

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Attendance:	Term 1	Term 2
Absent	_____	_____
Tardy	_____	_____
Early Dismissal	_____	_____

Grade: 3

**Pro Social/Approaches to Learning Indicators**

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going intervention to develop this skill

**Academic Performance Skills Indicators**

- M** - Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.
- P** - Indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade level standard.
- B** - Indicates that the student is beginning to progress toward the grade level standard with additional time and support.
- N** - Indicates that the student is not yet demonstrating progress toward the grade level standard.
- / - Standard not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts appropriately with adults		
Interacts appropriately with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

LITERACY	Performance Indicators	
Reading Literature and Informational Text	Term 1	Term 2
Knows and applies third grade phonics and word analysis skills		
Asks and answers questions about important concepts and key details in a text		
Demonstrates an understanding of story structures		
Determines main idea of a text; cites details to support conclusion		
Summarizes important ideas and details of a text		
Knows and uses text features and search tools to locate key information		
Reads and comprehends a variety of genres		
Reads third grade texts with purpose and understanding		
Writing	Term 1	Term 2
Writes opinion pieces supporting a point of view with relevant reasons		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences		
Develops and strengthens writing as needed by planning, revising, and editing		
Conducts short research projects about a topic		
Knows and uses text features and search tools to locate information relevant to given topics		

# Elementary Report Card

## Lexington Public Schools

Student: \_\_\_\_\_

LITERACY	Performance Indicators	
Speaking and Listening	Term 1	Term 2
Engages effectively in a range of discussions		
Asks and answers questions to seek help, get information, or deepen understanding		
Reports on a topic or text with facts and descriptive details		
Speaks effectively, adapting speech to a variety of contexts and tasks		
Language	Term 1	Term 2
Uses knowledge of English and its conventions when writing, speaking, reading		
Determines or clarifies the meaning of unknown words and phrases		
Spells high-frequency and studied words correctly		
Uses learned spelling patterns in writing words		
Acquires and uses academic and content specific vocabulary		

MATHEMATICS	Performance Indicators	
PRACTICE STANDARDS	Term 1	Term 2
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
CONTENT STANDARDS	Term 1	Term 2
Operations and Algebraic Thinking	Term 1	Term 2
Demonstrates an understanding of multiplication as equal groups		
Demonstrates an understanding of division as partitioning and equal shares		
Demonstrates an understanding of the properties of multiplication and the relationship between multiplication and division		
Represents and solves problems involving multiplication within 100		
Represents and solves problems involving division within 100		
Demonstrates fluency with multiplication facts through 9x9		
Solves multi-step problems involving the four operations		
Identifies and explains patterns in arithmetic		

MATHEMATICS	Performance Indicators	
CONTENT STANDARDS	Term 1	Term 2
Number and Operations in Base Ten	Term 1	Term 2
Uses place value understanding to round whole numbers to the nearest 10 or 100		
Uses place value understanding and properties of operations to add and subtract within 1000		
Multiplies 1 digit numbers by multiples of 10		
Number and Operations - Fractions	Term 1	Term 2
Demonstrates an understanding of fractions as parts of a whole and numbers on a number line		
Demonstrates an understanding of equivalent fractions		
Compares fractions with like numerators or like denominators		
Measurement and Data	Term 1	Term 2
Tells and writes time from an analog and digital clock to the nearest minute		
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects		
Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots		
Demonstrates an understanding of area and perimeter		
Geometry	Term 1	Term 2
Analyzes, compares, and classifies two-dimensional shapes		
Partitions shapes into parts with equal areas and expresses the area of each part as a fraction.		

# Elementary Report Card

## Lexington Public Schools

Student: \_\_\_\_\_

SOCIAL STUDIES	Performance Indicators	
Civics and Government	Term 1	Term 2
Identifies key American documents (e.g. Declaration of Independence, Constitution and Bill of Rights)		
Gives examples of why it is necessary for communities to have rules and laws		
Geography	Term 1	Term 2
Uses cardinal directions, map scales, legends, and titles to locate continents, countries, states, towns, landforms, and bodies of water on contemporary maps of the world, New England, and Massachusetts		
On state and local maps, locates Lexington's geographic features and historical landmarks, and explains their significance		
History and Culture	Term 1	Term 2
Identifies the Wampanoag people and describes their way of life in the mid-1600s		
Identifies who the Pilgrims were and describes their early years in Plimoth Colony		
Compares and contrasts life in 18th century Lexington to present day		
Researches and describes the life achievements of a notable person from Massachusetts		

SCIENCE	Performance Indicators	
Science Practices	Term 1	Term 2
Uses appropriate science process skills; asking questions, observing, classifying, predicting, recording data		
Designs and conducts science investigations to test ideas		
Uses evidence to reasonably explain the results of an investigation		
Collects data and communicates observations and ideas through writing, drawing, and discussion		
Life Science - Food Chains	Term 1	Term 2
Describes the important role of the sun as the source for all food energy		
Recognizes the relationships between organisms in a food chain/web		
Earth Science - Water Cycle	Term 1	Term 2
Models the water cycle and identifies the stages (evaporation, condensation, precipitation, collection)		
Recognizes the ways in which humans rely on and impact the water cycle		
Physical Science - Chemical Tests	Term 1	Term 2
Compares and contrasts the properties of solids and liquids (color, texture, and hardness)		
Demonstrates an understanding that solids and liquids undergo changes in form, color, or texture when mixed together, separated or heated		
Uses known properties to identify an unknown chemical		
Technology/Engineering	Term 1	Term 2
Applies the principles of the engineering/design process (ask, imagine, plan, create, improve) to solve a problem		

# Elementary Report Card

**Lexington Public Schools**

**Student:** \_\_\_\_\_

PHYSICAL EDUCATION	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates sportsmanship and participates fully and cooperatively		
Demonstrates self-control of body, voice, and personal space		
Academic Performance Skills	Term 1	Term 2
Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills		
Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts		

MUSIC	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Demonstrates self-control of body, voice and personal space		
Contributes respectfully, with best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates musical literacy using standard rhythmic and melodic notation		
Demonstrates recorder skills, playing alone and with others		

ART	Performance Indicators	
Pro Social Skills	Term 1	Term 2
Exhibits appropriate classroom behavior		
Puts forth best effort		
Academic Performance Skills	Term 1	Term 2
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		



**APPENDIX I**

First Grade Standards Based Report Card PowerPoint Presentation

# Welcome to Lexington Public Schools K-5 Social Studies Standards Based Report Card



November 6, 2012

- ❖ Sign in and take your folder.
- ❖ Take out the colored paper strip with group number.
- ❖ Find matching table.

# Goals



- ❖ Learn about the process of creating the report card standards
- ❖ Engage with your grade level standards, curriculum map, and report card standards
- ❖ Discuss how we can monitor student progress towards the end of the year standards

# Agenda



## **20 MINUTES: BACKGROUND INFORMATION**

Social Studies Review Committee update

## **60 MINUTES: GROUP WORK**

Review your grade level pages in the report card binder

Discuss and record your observations of the social studies SBRC

Consider examples of how to assess student learning

Discuss and record other ways to gauge student understanding

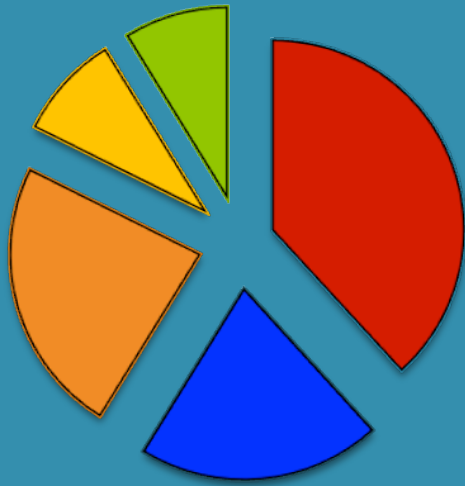
## **10 MINUTES: REPORT OUT**

Discuss thoughts captured during group work

Complete exit slip



## Profile



- Elementary
- Middle
- High
- Librarians
- Coordinators

# Social Studies Curriculum Review Committee





# Background of the Social Studies Report Card Standards



## Three Strands on the Report Card

- Civics and Government
- Geography
- History and Culture: Economics, for some grade levels, is embedded here

## Origins of the Three Strands

- *2003 Massachusetts History and Social Science Framework*
  - ✦ Four Strands: History, Economics, Geography, Civics and Government
  - ✦ Concepts and Skills section for each grade level which reflect the strands above
- Extensive research of standards based report cards
- Careful consideration of our units and philosophy of social studies in Lexington

# Small Group Work Sample

This is what your group will do using the chart paper at your table. Use your collective knowledge!



Grade 1: Civics and Government  
*Understands that people and communities create structures, rules, and ideas to solve problems*

What activities/experiences in which students participate address this standard?

- *Responsive Classroom Lessons-name them if you know*
- *All-School Meetings*

What would you typically hear in student discussions or observe in student behavior that indicates his/her understanding of this standard?

- *Moving in the halls according to school rules*
- *Discussing with peers good ways to solve a recess related problem*



# Individual Posting and Reflections



- ❖ Use the sticky notes at your table to add suggestions to each standard as you move around the room. You may also record some of the ideas from each standard to your own recording sheet.
- ❖ When you hear the bell, you may move to the next standard and repeat the process.
- ❖ You may not have time to see all of the standards so choose the ones to which you can add the most.
- ❖ After the individual postings, reconvene in your small group. Your group should stand by one of the standards on which you worked and read the additions to your original standard.
- ❖ Discuss the additions and be prepared to report to the large group two or three highlights.
- ❖ All of your writing will be transcribed and made available to you as soon so as possible.

# Final Thoughts



Please complete your exit slip and leave them on your table for the presenters to collect



## APPENDIX J





**Unit Map 2012-2013**

**Lexington Public Schools**

**Collaboration / World History II\* (D) / High School (District)**

Monday, May 6, 2013, 9:10AM



**Unit:** Absolutism and Empire (Week 7, 3 Weeks)  

### **Standards**

#### **MA: History and Social Science, MA: World History I , History Learning Standards**

With guidance from the teacher, students should be able to:

- WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)
- WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H,G, E)
- WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G)
- History of China, Japan, and Korea to 1800  
WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H)
  - A. the role of kinship and Confucianism in maintaining order and hierarchy
  - B. the political order established by the various dynasties that ruled China
  - C. the role of civil servants/scholars in maintaining a stable political and economic order
- WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)
- Renaissance and the Reformation in Europe  
WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)
- WHI.30 Describe origins and effects of the Protestant Reformation. (H)
  - A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
  - B. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church
  - C. the weakening of a uniform Christian faith
  - D. the consolidation of royal power

#### **MA: History and Social Science, MA: World History II , History Learning Standards**

With guidance from the teacher, students should be able to:

- The Growth of the Nation State in Europe  
WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E)
  - A. the rise of the French monarchy, including the policies and influence of Louis XIV
  - B. the Thirty Years War and the Peace of Westphalia
  - C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia

D. the rise of Prussia

E. Poland and Sweden

- WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C)
  - A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688
  - B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament

### Big Ideas

- Empire-building is a fluid process that requires strategic geographical, cultural, economic, and political adaptation.
- Globalization is often driven by economic desires, and has profound cultural, economic, and political consequences.

### Essential Questions

- What are the motives, processes, and consequences of empire-building? (cultural, economic)
- What is lost and gained when cultures collide?
- How did the events of the age of empire-building impact modern-day societies?

### Content (Students will know...)

- Techniques of empire-building.
- Impact of empire-building on conquered people (Christian boys in the Ottoman Empire, Hindus in Mughal Empire, Manchu minority ruling the Han majority, etc.)
- Religion is a tool of empire-building (Divine right, Henry VIII in England, Spain in exploration, Akbar as tolerant, etc.)
- Land-based empires and their leaders. (Tokugawa in Japan, Suleiman and Ottomans, Akbar and the Mughals, Qian Long in China, etc.)
- Sea-based empires and their leaders (Portuguese, Spanish, English, Dutch, religious motivations)

### Essential Vocabulary

- Divine Right
- Absolute Monarch
- Empire
- Bureaucracy
- Tolerance

### Skills (Students will be able to...)

Bloom's Wheel

### Assessment

Formative:

- Evaluate the effectiveness of different styles of leadership and techniques of empire-building.
- Analyze primary sources (Louis XIV painting for symbols of power)
- Students compile supporting evidence for a given thesis and explain how the supporting evidence supports the thesis.
- Analyze the impact of physical and political geography on societies using a map.

- Empire-building simulation (observed in real-time)

Formative:

- Students compile supporting evidence for a given thesis and explain how the supporting evidence supports the thesis

Summative/ Formative:

- Students compile supporting evidence for a given thesis and explain how the supporting evidence supports the thesis.

Summative Assessment:

- Given the facts on a real empire, advise the leader on what policies to implement.

 Absolutism Quiz

**Suggested Instructional Strategies**

- Monarch Trading Card Activity
- Empire-building simulation
- Image and primary source analysis
- Qing Webquest
- Jigsaw of different leaders
- PowerPoint on religion as a tool of absolutism

 Empire Activity3.doc

**Resources**











- Reading: 5 Empires of Asia
- Qing Webquest
- Themes of the 16th century
- Louis XIV primary sources
- Ambassador's Painting
- ABC-CLIO readings on leaders

FILMS:

- Empire of Faith

 Empire Notes

 Bossuet - Divine Right Theory

-  [Create an Empire Activity](#)
-  [Louis XIV Court Reading](#)
-  [Account of Louis XIV](#)
-  [Absolute Dialogue](#)
-  [Mughal and Safavid reading \(Strobel adaptation\)](#)
-  [Summary of the themes of the 16th century](#)
-  [Southern Inspection Tour webquest](#)
-  [5 Empires of Asia reading with questions](#)
-  [Summary of English "revolution" as alt case study to French rev: hw with questions \(Strobel\)](#)
-  [Istanbul was Constantinople song with picts of Istanbul](#)

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## Unit Map 2012-2013

Lexington Public Schools

Collaboration / World History I\* (D) / High School (District)

Monday, May 6, 2013, 9:08AM



### Unit: Rome (Week 15, 7 Weeks)

#### Standards

#### **MA: Literacy in History/Social Studies, Science, & Technical Subjects 6-12(2011), MA: Grades 9 - 10 , Writing**

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
  - 1. Write arguments focused on discipline-specific content.
  - 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 1e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

**MA: History and Social Science, MA: Grades 8 - 12, Concepts and Skills: History and Geography**  
PATHWAYS

- 1. Apply the skills of prekindergarten through grade seven.
- 7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
- 10. Distinguish historical fact from opinion. (H, E, C)
- 11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)

**Big Ideas**

Leaders gain and maintain legitimacy by appealing to the different needs of different social classes, claiming to have a connection to previous successful leaders and the divine, showing tolerance, and through the use of military power. **A**

Political leaders influence the practice and spread of religion by embracing or persecuting religious groups. **A**

The peace and prosperity of a golden age facilitates the spread of ideas. **B**

Religions change over time, appeal to different classes of society, and affect society. **B**

To be effective, writing must be supported with sound evidence, sufficient detail, and/or valid reasoning. **C**

Effective researchers select among the multiple sources of information based upon their purpose, task, and audience. **C**



## Essential Questions

How did the Romans adapt and change as the empire expanded and became more diverse?

**A** How did Roman leaders gain, maintain, and lose legitimacy as Rome grew? (*connection to course essential question: How do leaders gain and maintain legitimacy?*)

**B** How did the Roman Empire change religions within the empire? (*connection to course essential question: How do religion and philosophy influence society?*)

**C** What do I need to know and how do I find it (using credible, relevant and reliable sources)? (connection to Roman research project)

**C** How do I use evidence that I found (to build and support a claim)? (connection to Roman research project)

## Content (Students will know...)

General:

The growth of the Roman Empire influenced Judaism through the destruction of the Temple and the Diaspora. Judaism changed as result: establishment of synagogues and rabbi's role of prayer increased, Talmud written.

Pax Romana (peace, roads, common language) helped Christianity to spread. Christianity spread because it appealed to people of a low social status in Roman society.

Leaders appealed to the lower class to gain and maintain legitimacy.

Economic and military factors force Rome to change its government multiple times.

Specific objectives

- Describe and compare the origins of Judaism and Christianity
  - Compare the ways the Roman Empire affected Judaism and Christianity
  - Explain the role of Pax Romana in the spread of Christianity
- Compare the Roman and American republics
- Explain the importance of civic virtue

## Essential Vocabulary

republic (consul, senate, tribune)  
Punic Wars  
civic virtue  
12 Tables  
patrician  
plebeian  
empire  
Pax Romana  
covenant  
Diaspora  
monotheism  
polytheism  
covenant  
pagan  
Abraham  
Jerusalem  
Justinian Code

- Provide examples of ways the republic addressed problems as it grew
- Explain the role of a leader in contributing to the fall of the republic
- Compare and contrast the Roman Republic and the Roman Empire
- Explain the role of Augustus in creating the Roman Empire
- Evaluate the reasons the Roman Empire collapsed
- Explain how Justinian used the idea of "New Rome" to gain legitimacy
- Compare the Byzantine and Roman Empires
- Explain how Rome's location helped it grow

**Skills (Students will be able to...)**

Bloom's Wheel

Find and use reliable sources of information  
 Use an organized system for taking research notes  
 Create a *Works Cited* page using Noodlebib  
 Provide evidence and analysis to support a point of view  
 Write a compelling concluding paragraph  
 Analyze primary sources  
 Analyze how a Roman leader contributed to the fall of the Roman republic

- 📎 Rome Research Assignment
- 📎 Rome Research Rubric
- 📎 Note card Rubric
- 📎 Note Card Explanation








**Assessment**

Geography quiz  
 Facebook page  
 Research project (introduction, 2 body paragraphs, conclusion)  
 Unit test

📎 Facebook Directions


**Suggested Instructional Strategies**

Comparison of American republic to Roman republic  
 Evaluation of Twelve Tables  
 Results of the Punic Wars  
 Facebook profile of a leader as the republic shifts to an empire  
 Roman religion  
 Judaism (origin and change over time within the Roman Empire)  
 Christianity (origin and spread within Roman Empire)  
 Fall of Rome through cartoons  
 Comparison of Byzantine Empire to Roman Empire

-  [Augustus BBC Objects of the World](#)
-  [Byzantine Empire](#)
-  [Comparison between Byzantine Empire and Rome](#)
-  [Christianity PP](#)
-  [Fall of the Roman Empire](#)
-  [Kingdom of David DVD handout](#)
-  [Result of the Punic Wars](#)

## Resources





BBC: History of the world through 100 objects -  [http://www.bbc.co.uk/ahistoryoftheworld/objects/z0\\_uHq1TSnWMEHR\\_sZDc8g](http://www.bbc.co.uk/ahistoryoftheworld/objects/z0_uHq1TSnWMEHR_sZDc8g)

From Jesus to Christ: The Great Appeal  <http://www.pbs.org/wgbh/pages/frontline/shows/religion/>  
Discovery Education *Struggles for Power* clips

PBS: *From Jesus to Christ*

PBS: *Roman Empire in the First Century*

PBS: *Kingdom of David*

-  [Rome Unit Guide](#)
-  [BBC Head of Augustus](#)
-  [Spread of Christianity](#)
-  [The Great Appeal](#)

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## **APPENDIX K**

### **ALLISON ZMUDA**

Allison Zmuda works with a handful of long-term clients on multi-year projects to support their school improvement plans through focus on the instructional core and student achievement. Each phase of the project is developed to clarify the problem-situation, articulate the vision of success and create multiple pathways to advance staff learning. While every project is unique, there are four core principles fundamental to these partnerships.

#### **Four Core Principles**

1. The job of educators is to cause student learning as defined by mission and curriculum goals.
2. The entire school staff is accountable for the achievement of every student.
3. The tasks students are assigned and the feedback they receive impact the quality of their thinking.
4. The engagement of students is impacted by the strength of their relationships with staff and correlations between schoolwork and future success.